



**State of Arizona
Department of Education**

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TO: Administrators, Alternate Assessment Test Coordinators and Test Administrators

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Understanding NCSC Writing Feedback for Students

The writing portion of the NCSC English Language Arts (ELA) test required students to create a response to a writing prompt with built-in supports as well as to answer multiple-choice questions.

Students responded to both the writing prompt and the multiple-choice questions in a variety of ways based on their mode of communication (e.g., eye gaze, responding with an Augmentative and Alternative Communication Device, pointing to pictures).

This year, the responses to the writing prompt were not included in the overall ELA score. Only the responses to the multiple-choice writing questions were included in each student's ELA score.

The information in this report is intended to provide feedback on the student's performance to guide instructional decisions and to identify areas where the student may need additional support to improve writing skills.

In future administrations of the test, student responses to the writing prompt will be scored and will be included in the overall ELA score.

Three writing traits were measured in the writing prompt:

- Organization (Trait 1) - The structure and order of a piece of writing.
- Idea Development (Trait 2) - The details and information used to convey meaning to the reader.
- Conventions (Trait 3) - The mechanics of writing including the use of punctuation, and grammar and usage.

Your district/school Test Coordinator will be receiving the "Student Roster Report" describing student results on the writing prompt. You may use the writing rubric to inform your teaching.

The key to for the reports and grade level rubrics are included on the next several pages.

Below is the key to use to interpret the feedback in the Student Roster Reports.

NCSC Writing	
Score/Code	Reported Value
0	Unrelated Evidence
1	Limited Evidence
2	Partial Evidence
3	Full Evidence
B	No Evidence Submitted
U	Unreadable
F	Foreign Language
P	Copy of Prompt
N	No Score

In addition, the following rubrics were used to determine the feedback you will receive based on the student's final writing product.

Grade 3 Writing Scoring Rubrics

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> a concluding statement that connects to the situation	The narrative includes at a minimum: <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation or conclusion.	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: <input type="checkbox"/> a sequence of two events related to the situation <input type="checkbox"/> both events include a detail	The narrative includes at a minimum: <input type="checkbox"/> one event that related to the situation <input type="checkbox"/> an event that includes a detail	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one simple sentence with subject-verb agreement	The narrative includes at a minimum: <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one simple sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 4 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity or setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: <input type="checkbox"/> character and situation <input type="checkbox"/> a concluding statement that connects to the situation	The narrative includes at a minimum: <input type="checkbox"/> character and situation <input type="checkbox"/> a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The narrative includes a description of events using concrete words or sensory details (e.g., adverbs, adjectives, clause, or prepositional phrase) related to the events.	The narrative includes at a minimum: <input type="checkbox"/> two events related to the situation <input type="checkbox"/> both events include a detail related to character's action or response to a situation	The narrative includes at a minimum: <input type="checkbox"/> one event related to the situation <input type="checkbox"/> one event includes a detail related to character's action or response to a situation	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (e.g., subject-verb agreement).	The essay includes more than one sentence and at a minimum: <input type="checkbox"/> end punctuation to end more than one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement	The narrative includes at a minimum: <input type="checkbox"/> end punctuation to end one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 5 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: <input type="checkbox"/> two characters unchanged through narrative <input type="checkbox"/> establish a situation (i.e., activity and setting) <input type="checkbox"/> a concluding statement that connects to the situation	The narrative includes at a minimum: <input type="checkbox"/> two characters <input type="checkbox"/> a setting or activity <input type="checkbox"/> a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: <input type="checkbox"/> two events that connect to the narrative <input type="checkbox"/> both events include a detail related to character's action or response to a situation <input type="checkbox"/> one dialogue statement from one character to the other character relevant to the narrative	The narrative includes at a minimum: <input type="checkbox"/> one event related to characters' action/response to a situation <input type="checkbox"/> one event includes a detail related to character's action or response to a situation <input type="checkbox"/> one dialogue statement from one character to the other character which may not be relevant to the narrative	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence with subject/verb agreement	The essay includes at a minimum: <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject/verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 6 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: <ul style="list-style-type: none"> □ an introduction that states the essay is about two opposing conditions □ a body that includes: <ul style="list-style-type: none"> ○ one activity for each of the two opposing conditions; and ○ one activity common to both conditions □ a conclusion that states two opposing conditions or summarizes the content 	The essay includes at a minimum: <ul style="list-style-type: none"> □ an introduction that states one activity or topic □ a body that relates two conditions with activities □ a conclusion that states an activity or the topic 	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
Idea Development – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> □ three activities, each with relevant details (the same detail may be used for all activities if relevant to each) 	The essay includes at a minimum: <ul style="list-style-type: none"> □ one activity with a relevant detail 	The essay includes at a minimum a detail that describes an activity.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> □ end punctuation for more than one thought unit □ one complete sentence with subject/verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> □ end punctuation for one thought unit □ one complete sentence with or without subject/verb agreement 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 7 Writing Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
Organization – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).	The essay includes at a minimum: <ul style="list-style-type: none"> □ introduction that states the topic/cause □ a body that relates the effect to the provided cause □ a conclusion that states the essay is about a cause and its effect 	The essay includes at a minimum: <ul style="list-style-type: none"> □ introduction that states the topic/cause □ a body that includes an effect that may not relate to the provided cause □ a conclusion that states a cause or the effect 	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion)	There is no evidence of organization or the evidence is off topic.
Idea Development – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> □ a relevant detail to describe the effect 	The essay includes at a minimum: <ul style="list-style-type: none"> □ one effect with no relevant detail 	The essay includes at a minimum a related idea to the effect.	There is no evidence of idea development or the evidence is off topic.
Conventions – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> □ end punctuation for more than one thought unit □ one complete sentence with subject/verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> □ end punctuation for one thought unit □ one complete sentence with or without subject/verb agreement 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 8 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: <ul style="list-style-type: none"> □ an introduction that states both parts of the problem □ a body that relates how the solution can be applied to the problem □ a conclusion that states the problem and the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> □ an introduction that states the problem □ one solution that may not relate to the problem □ a conclusion that states the problem or the solution 	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> □ a relevant detail to describe the problem □ a relevant detail to describe the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> □ a relevant detail to describe the problem or the solution 	The essay includes at a minimum a detail or word that describes the problem or the solution.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject/verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> □ end punctuation for more than one thought unit □ one complete sentence with subject/verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> □ end punctuation for one thought unit □ one complete sentence with or without subject/verb agreement 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 11 Writing Scoring Rubrics

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <ul style="list-style-type: none"> □ an introduction that states the claim and a rational reason □ a conclusion that states the claim and the rational reason 	The essay includes at a minimum: <ul style="list-style-type: none"> □ an introduction that states the claim or a reason □ a conclusion that states the claim or the reason 	The essay includes at a minimum some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion).	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence	The essay includes at a minimum: <ul style="list-style-type: none"> □ the body includes two relevant facts or examples □ words or phrases to connect the reason with one relevant facts or example 	The essay includes at a minimum: <ul style="list-style-type: none"> □ the body includes only one relevant fact or example □ word or phrases to connect the reason with one fact or example 	The essay includes at a minimum a word related to the reason.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> □ end punctuation for more than one thought unit □ one complete sentence with subject/verb agreement using student-generated text 	The essay includes at a minimum: <ul style="list-style-type: none"> □ end punctuation for one thought unit □ one complete sentence with or without subject/verb agreement using student-generated text 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

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